

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

State Results

State: Maine



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Grade Level Summary Report

State: Maine

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							13,341									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							13,034	13,061								98	98	
Current LEP Students							2,594	2,642								20	20	
With an approved accommodation							391	405								3	3	
IEP Students							163	175								42	43	
With an approved accommodation							1,927	1,944								15	15	
Students not tested in NECAP							1,456	1,471								76	76	
State Approved							307	280								2	2	
Alternate Assessment							222	202								72	72	
First Year LEP							193	181								87	90	
Withdrew After October 1							9	0								4	0	
Enrolled After October 1							0	0								0	0	
Special Consideration							0	0								0	0	
Other							20	21								9	10	
							85	78								28	28	

NECAP RESULTS

		State																								
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	13,341	222	85	13,034	2,375	18	7,036	54	2,299	18	1,324	10	346													
MATH	13,341	202	78	13,061	2,294	18	6,048	46	2,789	21	1,930	15	343													
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Reading Results

State: Maine

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 357–380)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 340–356)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

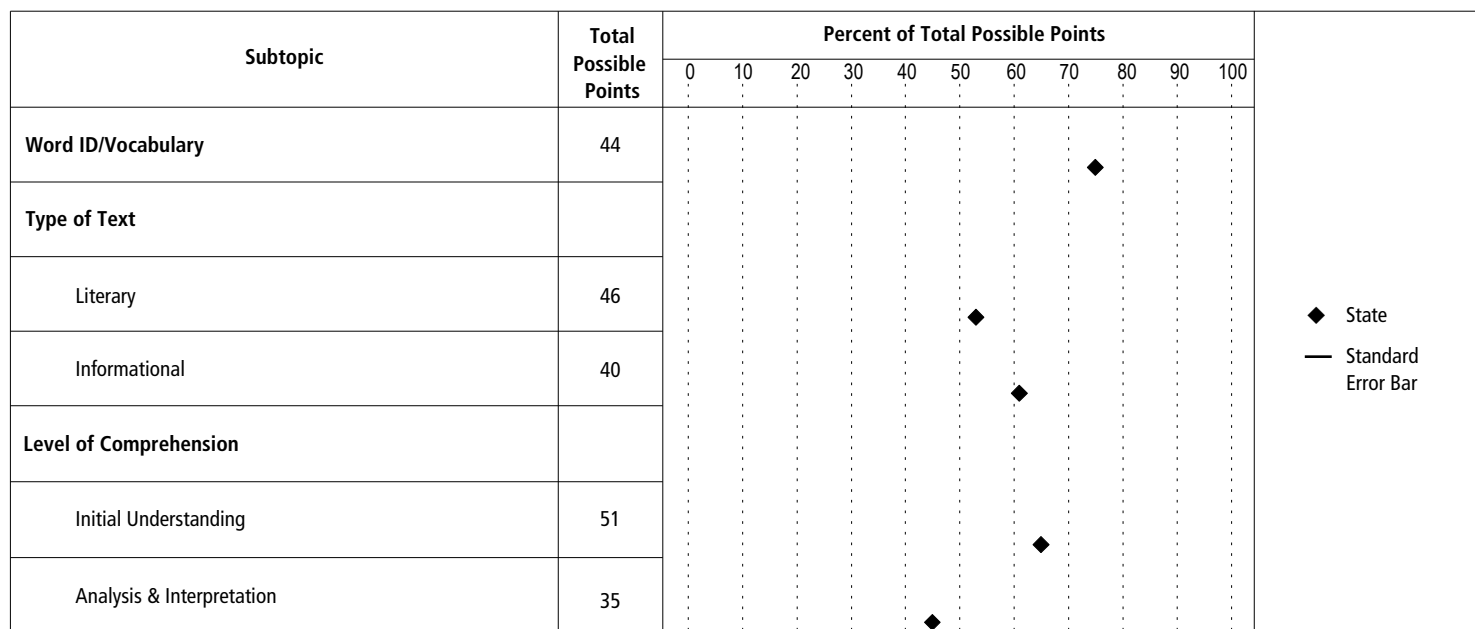
(Scaled Score 331–339)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 300–330)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
State													
2009-10	13,688	108	165	13,415	1,731	13	8,002	60	2,531	19	1,151	9	346
2010-11	13,431	249	114	13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
2011-12	13,341	222	85	13,034	2,375	18	7,036	54	2,299	18	1,324	10	346
Cumulative													
Total	40,460	579	364	39,517	5,606	14	22,673	57	7,345	19	3,893	10	346





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Reading Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,341	222	85	13,034	2,375	18	7,036	54	2,299	18	1,324	10	346												
Gender																									
Male	6,934	142	59	6,733	966	14	3,600	53	1,321	20	846	13	344												
Female	6,407	80	26	6,301	1,409	22	3,436	55	978	16	478	8	348												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	242	4	3	235	33	14	121	51	52	22	29	12	344												
Not Hispanic or Latino																									
American Indian or Alaskan Native	110	2	1	107	7	7	62	58	26	24	12	11	343												
Asian	208	3	0	205	60	29	96	47	30	15	19	9	349												
Black or African American	415	19	7	389	28	7	158	41	91	23	112	29	337												
Native Hawaiian or Pacific Islander	15	0	0	15	3	20	10	67	2	13	0	0	350												
White	12,195	191	71	11,933	2,220	19	6,512	55	2,068	17	1,133	9	346												
Two or more races	156	3	3	150	24	16	77	51	30	20	19	13	345												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	411	14	6	391	37	9	144	37	105	27	105	27	338												
Former LEP student - monitoring year 1	14	0	0	14	5	36	6	43	3	21	0	0	353												
Former LEP student - monitoring year 2	1	0	0	1																					
All Other Students	12,915	208	79	12,628	2,333	18	6,885	55	2,191	17	1,219	10	346												
IEP																									
Students with an IEP	2,176	204	45	1,927	75	4	567	29	555	29	730	38	334												
All Other Students	11,165	18	40	11,107	2,300	21	6,469	58	1,744	16	594	5	348												
SES																									
Economically Disadvantaged Students	6,281	159	57	6,065	637	11	3,134	52	1,332	22	962	16	342												
All Other Students	7,060	63	28	6,969	1,738	25	3,902	56	967	14	362	5	349												
Migrant																									
Migrant Students	8	0	0	8																					
All Other Students	13,333	222	85	13,026	2,374	18	7,031	54	2,297	18	1,324	10	346												
Title I																									
Students Receiving Title I Services	3,081	30	10	3,041	154	5	1,415	47	923	30	549	18	340												
All Other Students	10,260	192	75	9,993	2,221	22	5,621	56	1,376	14	775	8	348												
504 Plan																									
Students with a 504 Plan	187	1	0	186	26	14	114	61	30	16	16	9	346												
All Other Students	13,154	221	85	12,848	2,349	18	6,922	54	2,269	18	1,308	10	346												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Mathematics Results

State: Maine

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

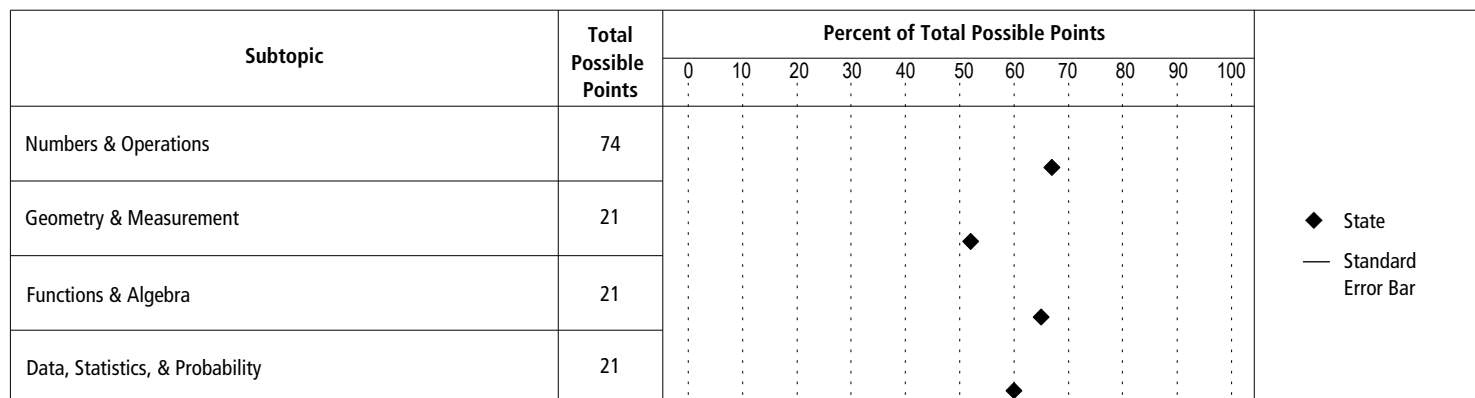
(Scaled Score 332–339)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	13,688	111	151	13,426	1,890	14	6,450	48	2,974	22	2,112	16	342
2010-11	13,431	190	120	13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12	13,341	202	78	13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
Cumulative Total	40,460	503	349	39,608	6,292	16	18,460	47	8,863	22	5,993	15	343





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Mathematics Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,341	202	78	13,061	2,294	18	6,048	46	2,789	21	1,930	15	343												
Gender																									
Male	6,934	130	53	6,751	1,199	18	3,159	47	1,447	21	946	14	344												
Female	6,407	72	25	6,310	1,095	17	2,889	46	1,342	21	984	16	343												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	242	4	2	236	24	10	96	41	66	28	50	21	341												
Not Hispanic or Latino																									
American Indian or Alaskan Native	110	1	1	108	4	4	54	50	30	28	20	19	340												
Asian	208	1	0	207	66	32	78	38	32	15	31	15	346												
Black or African American	415	12	6	397	21	5	124	31	96	24	156	39	335												
Native Hawaiian or Pacific Islander	15	0	0	15	1	7	9	60	3	20	2	13	343												
White	12,195	181	66	11,948	2,159	18	5,617	47	2,525	21	1,647	14	344												
Two or more races	156	3	3	150	19	13	70	47	37	25	24	16	342												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	411	5	1	405	29	7	114	28	104	26	158	39	336												
Former LEP student - monitoring year 1	14	0	0	14	4	29	5	36	3	21	2	14	347												
Former LEP student - monitoring year 2	1	0	0	1																					
All Other Students	12,915	197	77	12,641	2,261	18	5,929	47	2,682	21	1,769	14	344												
IEP																									
Students with an IEP	2,176	192	40	1,944	101	5	512	26	582	30	749	39	335												
All Other Students	11,165	10	38	11,117	2,193	20	5,536	50	2,207	20	1,181	11	345												
SES																									
Economically Disadvantaged Students	6,281	141	50	6,090	564	9	2,566	42	1,602	26	1,358	22	340												
All Other Students	7,060	61	28	6,971	1,730	25	3,482	50	1,187	17	572	8	347												
Migrant																									
Migrant Students	8	0	0	8																					
All Other Students	13,333	202	78	13,053	2,294	18	6,044	46	2,786	21	1,929	15	344												
Title I																									
Students Receiving Title I Services	3,081	25	9	3,047	151	5	1,130	37	986	32	780	26	338												
All Other Students	10,260	177	69	10,014	2,143	21	4,918	49	1,803	18	1,150	11	345												
504 Plan																									
Students with a 504 Plan	187	0	0	187	29	16	96	51	38	20	24	13	343												
All Other Students	13,154	202	78	12,874	2,265	18	5,952	46	2,751	21	1,906	15	344												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.